

# About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2011 Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2011-2012

## School Results

**School:** C K Burns School

**District:** RSU 23

**Code:** 3168-1375



# Fall 2011 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2011-2012

### Grade Level Summary Report

School: C K Burns School  
 District: RSU 23  
 State: Maine  
 Code: 3168-1375

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	218			294			13,407			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	217	217		291	290		13,103	13,115		100	100		99	99		98	98	
With an approved accommodation	45	46		59	61		2,652	2,697		21	21		20	21		20	21	
Current LEP Students	5	5		7	7		388	396		2	2		2	2		3	3	
With an approved accommodation	4	4		5	5		173	185		80	80		71	71		45	47	
IEP Students	33	33		49	49		2,071	2,082		15	15		17	17		16	16	
With an approved accommodation	28	28		40	41		1,684	1,702		85	85		82	84		81	82	
Students not tested in NECAP	1	1		3	4		304	292		<1	<1		1	1		2	2	
State Approved	0	0		2	3		237	215		0	0		67	75		78	74	
Alternate Assessment	0	0		2	2		211	194					100	67		89	90	
First Year LEP	0	0		0	0		6	0					0	0		3	0	
Withdrew After October 1	0	0		0	0		0	0					0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0					0	0		0	0	
Special Consideration	0	0		0	1		20	21					0	33		8	10	
Other	1	1		1	1		67	77		100	100		33	25		22	26	

### NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING	218	0	1	217	35	16	108	50	46	21	28	13	443	291	16	51	21	11	444	13,103	18	52	19	10	445	
MATH	218	0	1	217	33	15	104	48	47	22	33	15	443	290	16	46	23	15	443	13,115	19	47	20	14	444	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2011-2012

### Reading Results

School: C K Burns School  
 District: RSU 23  
 State: Maine  
 Code: 3168-1375

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 456–480)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 440–455)

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

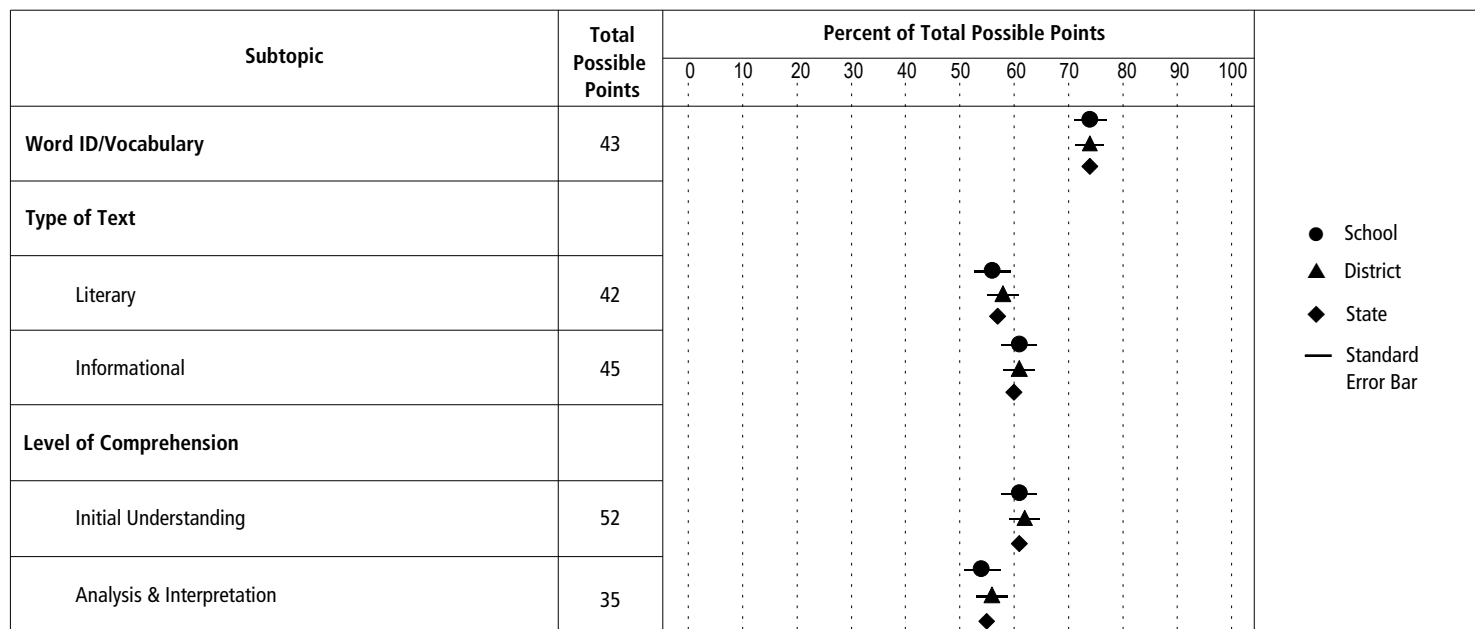
(Scaled Score 431–439)

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10	214	2	0	212	27	13	123	58	36	17	26	12	444
2010-11	200	0	1	199	42	21	96	48	41	21	20	10	446
2011-12	218	0	1	217	35	16	108	50	46	21	28	13	443
Cumulative Total	632	2	2	628	104	17	327	52	123	20	74	12	444
<b>District</b>													
2009-10	327	4	1	322	39	12	188	58	62	19	33	10	445
2010-11	271	1	1	269	52	19	133	49	61	23	23	9	445
2011-12	294	2	1	291	48	16	148	51	62	21	33	11	444
Cumulative Total	892	7	3	882	139	16	469	53	185	21	89	10	445
<b>State</b>													
2009-10	13,779	226	92	13,461	1,973	15	7,047	52	2,870	21	1,571	12	444
2010-11	13,730	266	89	13,375	2,347	18	6,660	50	2,903	22	1,465	11	445
2011-12	13,407	237	67	13,103	2,417	18	6,853	52	2,509	19	1,324	10	445
Cumulative Total	40,916	729	248	39,939	6,737	17	20,560	51	8,282	21	4,360	11	445





# Fall 2011 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2011-2012

### Disaggregated Reading Results

School: C K Burns School  
 District: RSU 23  
 State: Maine  
 Code: 3168-1375

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	218	0	1	217	35	16	108	50	46	21	28	13	443	291	16	51	21	11	444	13,103	18	52	19	10	445
Gender																									
Male	110	0	1	109	9	8	53	49	27	25	20	18	440	148	10	51	24	16	441	6,681	14	53	22	12	443
Female	108	0	0	108	26	24	55	51	19	18	8	7	447	143	23	51	19	7	447	6,422	24	52	17	8	447
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	5	0	0	5										8						221	15	44	28	13	442
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						110	9	45	27	18	440
Asian	9	0	0	9										9						195	29	49	17	6	449
Black or African American	5	0	0	5										7						402	6	34	30	30	436
Native Hawaiian or Pacific Islander	0	0	0	0										0						12	17	42	33	8	444
White	199	0	1	198	34	17	98	49	41	21	25	13	444	267	18	51	21	11	444	12,010	19	53	19	9	445
Two or more races	0	0	0	0										0						153	14	58	19	9	445
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	5	0	0	5										7						388	4	33	31	31	435
Former LEP student - monitoring year 1	1	0	0	1										1						15	40	53	7	0	454
Former LEP student - monitoring year 2	1	0	0	1										1						2					
All Other Students	211	0	1	210	33	16	106	50	44	21	27	13	443	282	16	51	21	11	444	12,698	19	53	19	9	445
IEP																									
Students with an IEP	34	0	1	33	1	3	4	12	12	36	16	48	430	49	4	22	33	41	433	2,071	3	28	32	38	433
All Other Students	184	0	0	184	34	18	104	57	34	18	12	7	446	242	19	57	19	5	446	11,032	21	57	17	5	447
SES																									
Economically Disadvantaged Students	81	0	1	80	7	9	38	48	22	28	13	16	441	115	10	45	29	16	441	6,187	10	50	25	16	441
All Other Students	137	0	0	137	28	20	70	51	24	18	15	11	445	176	20	55	16	9	446	6,916	26	55	14	5	449
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	218	0	1	217	35	16	108	50	46	21	28	13	443	291	16	51	21	11	444	13,099	18	52	19	10	445
Title I																									
Students Receiving Title I Services	15	0	0	15	0	0	0	0	6	40	9	60	431	16	0	0	44	56	432	2,801	5	44	34	18	439
All Other Students	203	0	1	202	35	17	108	53	40	20	19	9	444	275	17	54	20	9	445	10,302	22	55	15	8	447
504 Plan																									
Students with a 504 Plan	0	0	0	0										3						241	13	52	25	10	444
All Other Students	218	0	1	217	35	16	108	50	46	21	28	13	443	288	17	50	22	11	444	12,862	19	52	19	10	445

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2011-2012

### Mathematics Results

School: C K Burns School  
 District: RSU 23  
 State: Maine  
 Code: 3168-1375

#### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 455–480)

#### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 440–454)

#### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

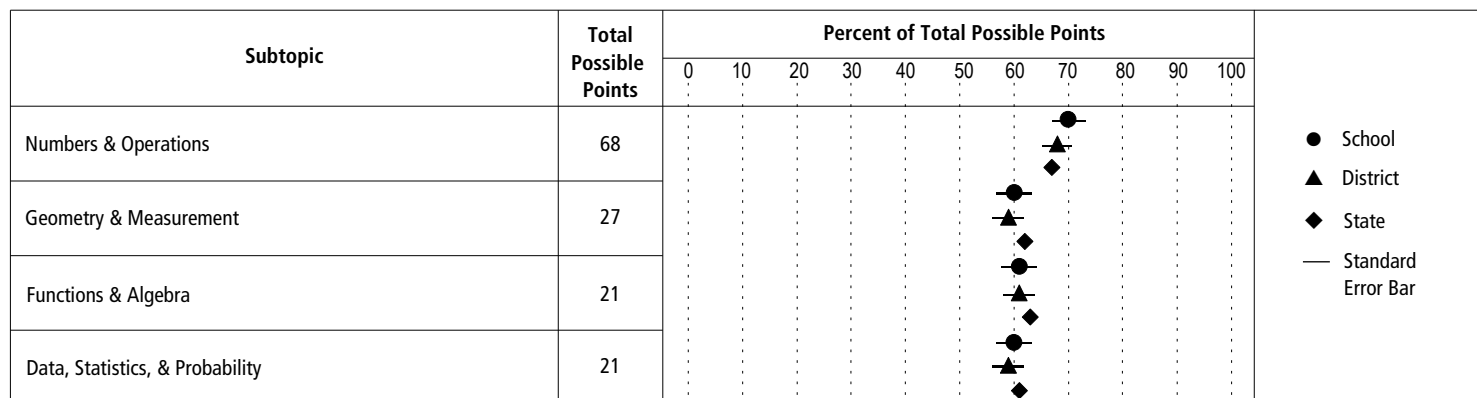
(Scaled Score 431–439)

#### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10	214	2	0	212	27	13	104	49	52	25	29	14	443
2010-11	200	0	1	199	32	16	100	50	45	23	22	11	444
<b>2011-12</b>	<b>218</b>	<b>0</b>	<b>1</b>	<b>217</b>	<b>33</b>	<b>15</b>	<b>104</b>	<b>48</b>	<b>47</b>	<b>22</b>	<b>33</b>	<b>15</b>	<b>443</b>
Cumulative Total	632	2	2	628	92	15	308	49	144	23	84	13	443
<b>District</b>													
2009-10	327	4	1	322	40	12	168	52	74	23	40	12	443
2010-11	271	1	1	269	38	14	130	48	74	28	27	10	443
<b>2011-12</b>	<b>294</b>	<b>3</b>	<b>1</b>	<b>290</b>	<b>46</b>	<b>16</b>	<b>133</b>	<b>46</b>	<b>67</b>	<b>23</b>	<b>44</b>	<b>15</b>	<b>443</b>
Cumulative Total	892	8	3	881	124	14	431	49	215	24	111	13	443
<b>State</b>													
2009-10	13,779	203	95	13,481	1,850	14	6,485	48	3,034	23	2,112	16	443
2010-11	13,730	220	94	13,416	2,032	15	6,041	45	3,241	24	2,102	16	443
<b>2011-12</b>	<b>13,407</b>	<b>215</b>	<b>77</b>	<b>13,115</b>	<b>2,497</b>	<b>19</b>	<b>6,105</b>	<b>47</b>	<b>2,644</b>	<b>20</b>	<b>1,869</b>	<b>14</b>	<b>444</b>
Cumulative Total	40,916	638	266	40,012	6,379	16	18,631	47	8,919	22	6,083	15	443





# Fall 2011 - Beginning of Grade 4 NECAP Tests

## Grade 4 Students in 2011-2012

# Disaggregated Mathematics Results

School: C K Burns School  
 District: RSU 23  
 State: Maine  
 Code: 3168-1375

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	218	0	1	217	33	15	104	48	47	22	33	15	443	290	16	46	23	15	443	13,115	19	47	20	14	444
Gender																									
Male	110	0	1	109	13	12	49	45	28	26	19	17	442	148	15	44	26	15	443	6,688	20	47	19	14	444
Female	108	0	0	108	20	19	55	51	19	18	14	13	445	142	17	48	20	15	444	6,427	18	46	21	15	444
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	5	0	0	5										8						223	13	39	25	23	440
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						111	11	45	23	22	440
Asian	9	0	0	9										9						197	31	41	18	11	447
Black or African American	5	0	0	5										7						406	6	25	30	39	434
Native Hawaiian or Pacific Islander	0	0	0	0										0						12	25	33	8	33	442
White	199	0	1	198	30	15	94	47	46	23	28	14	444	266	16	46	24	13	444	12,013	20	48	20	13	444
Two or more races	0	0	0	0										0						153	16	46	25	13	443
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	5	0	0	5										7						396	6	24	29	41	433
Former LEP student - monitoring year 1	1	0	0	1										1						15	47	53	0	0	456
Former LEP student - monitoring year 2	1	0	0	1										1						2					
All Other Students	211	0	1	210	32	15	101	48	47	22	30	14	444	281	16	46	24	14	444	12,702	19	47	20	13	444
IEP																									
Students with an IEP	34	0	1	33	1	3	7	21	8	24	17	52	433	49	4	29	22	45	434	2,082	5	28	26	42	434
All Other Students	184	0	0	184	32	17	97	53	39	21	16	9	445	241	18	49	23	9	445	11,033	22	50	19	9	446
SES																									
Economically Disadvantaged Students	81	0	1	80	4	5	36	45	24	30	16	20	440	115	8	41	30	22	440	6,199	10	43	25	22	440
All Other Students	137	0	0	137	29	21	68	50	23	17	17	12	445	175	21	49	19	11	446	6,916	27	50	15	8	448
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	218	0	1	217	33	15	104	48	47	22	33	15	443	290	16	46	23	15	443	13,111	19	47	20	14	444
Title I																									
Students Receiving Title I Services	15	0	0	15	0	0	4	27	6	40	5	33	434	16	0	25	44	31	434	2,810	4	37	33	25	438
All Other Students	203	0	1	202	33	16	100	50	41	20	28	14	444	274	17	47	22	14	444	10,305	23	49	17	11	446
504 Plan																									
Students with a 504 Plan	0	0	0	0										3						241	12	44	27	17	442
All Other Students	218	0	1	217	33	15	104	48	47	22	33	15	443	287	16	46	23	15	443	12,874	19	47	20	14	444

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.